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ABSTRACT

Intended to familiarize persons with the scoring standards and criteria used for the 6th grade version of the Georgia Criterion-Referenced Writing Test, this scoring manual is in eight sections: (1) an introduction to the scoring dimensions and scale points; (2) definitions of the four scale points; (3) definitions of scoring dimensions and components (content and organization, style, sentence formation, usage, and mechanics); (4) guidelines for scoring; (5) suggestions for keeping the dimensions separate; (6) model papers; (7) nonscorable paper codes; and (8) a glossary. (SR)

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Scoring Manual

Georgia Grade 6 Writing Test

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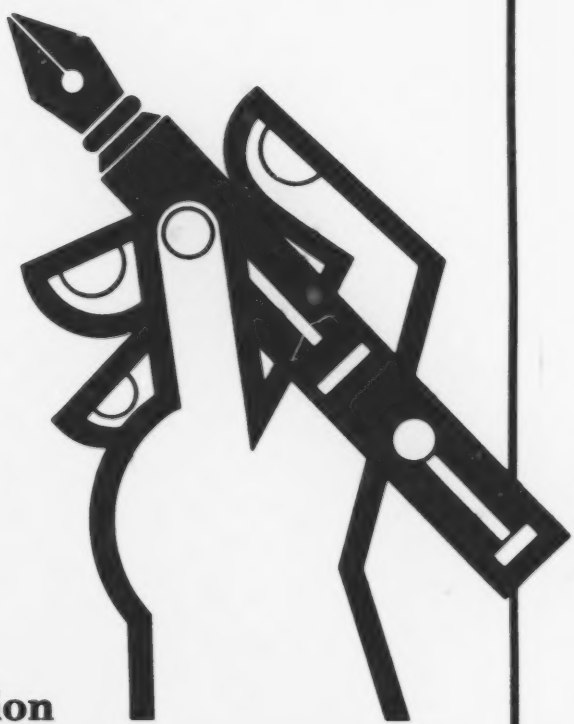

Georgia Department of Education

CS211576

GEORGIA CRITERION-REFERENCED WRITING TEST

Grade 6

Scoring Manual

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Introduction

The information contained in this manual is intended to familarize persons with the scoring standards and criteria used for the 6th Grade version of the *Georgia Criterion-Referenced Writing Test*. The material included was taken from the actual training manual used to train raters to understand and apply the scoring system. In the actual training process the manual is used in conjunction with a computer work station. The training manual provides definitions and descriptions of the scoring dimensions and the score scale and specific directions about the rating of real papers. The computer work station directs the rater-trainee in practice exercises and provides feedback regarding practice.

Introduction to the Scoring Dimensions and Scale Points

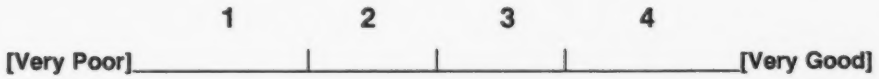
A list of the five Scoring Dimensions, their definitions, and the components that apply to each dimension is provided on page 4. You should read this page carefully and thoroughly and refer to it often throughout training and also throughout scoring. You may want to remove this page from your manual so that you can refer to it easily, if a separate copy of the page is not provided you for this purpose.

A score of "1" to "4" is to be assigned for each one of the five dimensions of writing. Appearing beneath the name of each dimension is a list of the components which "define" that dimension. Different aspects of writing competence are to be evaluated in the different dimensions. While the dimensions are interrelated during the writing process, writing strengths and weaknesses are rated only once during the scoring process. In other words, a particular strength or weakness is not rated in two or more dimensions.

Refer to the page listing the five Scoring Dimensions to be sure in which dimension a particular aspect of writing is to be rated. A detailed discussion of the dimension follows the definitions of the scale points.

Definitions of the Four Scale Points

Try to visualize each dimension represented on a line that goes from "Very Poor" to "Very Good." Along the way, four regions are defined and labeled 1, 2, 3 and 4. Such a representation is shown below:



This figure shows that each score point represents a range on the dimension. There can be low 2's, high 2's and typical 2's. The same is true for the other points. A particular paper that you are reading and scoring will rarely seem exactly like the definitions of the four points, but it will be more like one than the other. In other words, a paper that is more like a 3 than a 4, and more like a 3 than a 2, would be rated 3 on that dimension.

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Score Point 1: The writing is **Inadequate**. Very few if any of the components for the dimension are demonstrated.

Score Point 2: The writing is **Minimal**. Some of the components for the dimension are demonstrated.

Score Point 3: The writing is **Good**, yet not exceptional. Many of the components are demonstrated, and these are demonstrated successfully.

Score Point 4: The writing is **Very Good**. Most of the components of the dimension are demonstrated, and these are demonstrated consistently.

NOTE: A paper might *not* demonstrate competence in *each* component listed under a particular dimension, yet still be scored a "4" on that dimension. Another paper may demonstrate competence in one component but be so weak in other components that those weaknesses overpower the single strength. Thus, this second paper may receive a score of "1" on that dimension because of overpowering weaknesses. In other words, strengths may compensate for weaknesses, and weaknesses may overpower strengths.

Terms used to Define the Scoring Dimensions

Dimension: The Georgia Department of Education has identified several basic qualities in any piece of effective writing, regardless of the topic or type (narrative, expository). The qualities are: Content and Organization, Style, Sentence Formation, Usage and Mechanics. Each of these is referred to as a dimension or domain of writing.

Component: A component is one of the list of aspects to be considered within a particular dimension. A complete listing of all the scoring dimensions and the components for each dimension appears on page 4. For example, clear pronoun reference is a component of the dimension Usage. When you are deciding on your rating for Usage on a student paper, you would look for demonstrated competence in pronoun reference, along with competence in the other components of that dimension.

Each one of the five dimensions is presented separately. Terms are defined, followed by writing samples selected to illustrate the meaning of some of the terms.

Georgia Criterion-Referenced Writing Test
Scoring Dimensions, Definitions and Components

CONTENT/ORGANIZATION: The writer establishes the controlling idea through examples, illustrations and facts or details. There is evidence of a sense of order which is clear and relevant.

- Clearly established controlling idea
- Clearly developed supporting ideas
- Sufficiently relevant supporting ideas
- Clearly discernible order of presentation
- Logical transitions and flow of ideas
- Sense of completeness

STYLE: The writer controls language to establish his/her individuality.

- Concrete images and descriptive language
- Easily readable
- Varied sentence patterns
- Appropriate tone for topic, audience and purpose

SENTENCE FORMATION: The writer forms effective sentences.

- Appropriate end punctuation
- Complete sentences or functional fragments
- Appropriate coordination and/or subordination

USAGE: The writer uses standard American English.

- Clear pronoun references
- Correct subject-verb agreement
- Standard form of verbs and nouns
- Correct word choice

MECHANICS: The writer employs devices necessary in standard written American English.

- Appropriate capitalization
- Appropriate internal punctuation
- Appropriate formatting
- Correct spelling

Score Point 1: The writing is **Inadequate**. Very few if any of the components for the dimension are demonstrated.

Score Point 2: The writing is **Minimal**. Some of the components for the dimension are demonstrated.

Score Point 3: The writing is **Good**, yet not exceptional. Many of the components are demonstrated, and these are demonstrated successfully.

Score Point 4: The writing is **Very Good**. Most of the components are demonstrated, and these are demonstrated consistently.

CONTENT/ORGANIZATION: The writer establishes the controlling idea through examples, illustrations and facts or details. There is evidence of a sense of order which is clear and relevant.

- Clearly established controlling idea
- Clearly developed supporting ideas
- Sufficiently relevant supporting ideas
- Clearly discernible order of presentation
- Logical transitions and flow of ideas
- Sense of completeness

Controlling idea: The controlling idea of a piece of writing is not the same as the written "thesis statement," although the controlling idea may be expressed in the form of such a statement. The controlling idea may be either stated or implied; if stated, it may appear toward the beginning or toward the end of the piece of writing, or even inserted in the middle of the text. It may be stated in several sentences. The controlling idea may be apparent to the reader even though there is no direct "thesis statement." The writer may present a written thesis statement, but the actual controlling idea may differ somewhat from the statement. To determine the controlling idea of a piece, ask yourself, "If I had to sum up this piece of writing in one brief sentence, what would that sentence be?" The sixth grade writer may use a topic sentence, rather than a thesis statement. A clearly established controlling idea may be apparent even though it is not stated in a paper.

Order of presentation: A piece of writing may be ordered or organized in many different ways: chronological, a listing of ideas related to the topic, a series of examples illustrating the controlling idea, a comparison or contrast, identification of a problem followed by a proposed solution, a generalization followed by a narrative illustration of the generalization. These are but a few of the possible orders. In an effective piece of writing, the order of presentation is appropriate to the controlling idea. The sixth grade writer may signal a chronological order with "then," "well," or "so," elements usually found in spoken language. A chronological "recounting of events" is a typical organizational strategy for the sixth grade writer.

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CONTENT AND ORGANIZATION:
Controlling Idea and Order of Presentation

The controlling idea (underlined) is stated in the form of a topic sentence and repeated as a conclusion.

The order of presentation is a listing of features and activities which suggest why the writer considers the recorder the "best gift."

The best gift I ever received was my stereo/cassette recorder. I can listen to a tape or the radio with it. But I mostly listen to the radio. When I hear a song I like on the radio, I record it onto a tape with the use of the cassette recorder. I also record songs off of the television. Many times taping can be difficult. A used tape or a tape already used for recording can sometimes mess up the song you are trying to tape. A blank tape is the best tape to use for recording. I enjoy recording songs because I can listen to them over and over again. I sometimes take my stereo/cassette recorder with me on trips and when I spend the night with a friend. I usually listen to the radio when I go places because it plays music I like. And when I spend the night with a friend, I can share the music I like with them. When an electrical outlet is not available all I do is use the batteries to continue to listen to the music I like. My stereo/cassette recorder is truly the best gift I ever received.

CONTENT AND ORGANIZATION:
Controlling Idea and Order of Presentation

Each paragraph has its own topic sentence (underlined), but the paper has no clearly established controlling idea.

The order of presentation appears to be an unsuccessful attempt to say "three things" about each topic sentence.

My favorite gift was a telescope given to me this ~~Chrsitam~~ Christmas. My ~~got~~ gift wasn't really a surprise to me, but I still liked it. The thought was really nice and the gift was the best I had ever recieved.

I needed my telescope because I knew it would help me now, and in the future. It helps me now by being able to see Halley's Comet. It could help me in the future with a Science Project. But I will always enjoy it.

I liked my ~~tel~~ telescope because it is the best of it's brand. It has a highly focused lens and a chrome tripod. It makes an object seem 550 times closer than the ~~naked~~ naked eye. And it has a lifetime garentee.

I think my telescope is educational in three ways. One way is that I can learn more about the landscape of the moon. Another reason is that I can learn

more about Halley's Comet. And my last reason I think my telescope is educational is that I can map out the stars and planets visable by Earth.

CONTENT AND ORGANIZATION:
Controlling Idea and Order of Presentation

The controlling idea, "how I received a book that turned out to be special," is clearly implied.

The order of presentation, a narration of events, is clear.

When I went to Florida last year for Christmas break my family and I went to see my cousin. My cousin is elderly and is not in the best of health. Her and her husband live in a trailer in Fort Lauderdale Florida which is about fifty miles from Miami.

One night I was walking through the trailer park in which they live. First I went to the pool. Next I went to the library. After I walked around the trailer park for an hour I went back to their trailer. My cousin noticed that I was reading a book of poetry. She left the room for a moment. When she came back she had a very old book in her hand. She told me that the book was her mother's and maybe his grandmother's she was not sure.

The next day my family headed for home. When Christmas break was over I copied down some of the facts about the book such as the publisher and what city it was published in, and I took it to the librarian at my school to find out when the book was published. Mrs Tuppens the librarian said that the publishing company existed around 1870 to 1900 so the book was around a hundred years old and that is why the book is so special.

STYLE: The writer controls language to establish his/her individuality.

- Concrete images and descriptive language
- Easily readable
- Varied sentence patterns
- Appropriate tone for topic, audience and purpose

Imagery or concrete images and descriptive language: A writer uses imagery when he or she uses descriptive language that appeals to the senses of the reader. This type of language enables the reader to "experience" the piece of writing more or less directly. Either concrete images or descriptive language creates word-pictures that enable the reader to share the writer's experience. The writer may use either concrete words or descriptive language.

Readable: "Readable" does not refer to the legibility of the handwriting. Rather, it addresses the ease with which the piece of writing could be read aloud without false starts or backing up and re-reading to "make sense."

Sentence patterns: The pattern of a sentence refers to the grammatical structure, the order of the words and the length. Some of the possible sentence patterns are: simple, compound, complex, subject-first, beginning with a phrase or clause, or beginning with a sentence connective. Variation in sentence length is a natural outcome of variation in sentence patterns. For the sixth grade writer, length is likely to be less varied than grammatical structure and word order.

Tone: Tone indicates the writer's sensitivity to the purpose of the piece of writing and to the effect the piece of writing should have on the audience. Simply, tone refers to the general mood or emotion brought forth by the piece of writing. Tone may be formal or informal, witty, ironic, sarcastic, humorous, informative, sorrowful, ecstatic...and so on.

STYLE:
Descriptive Language and Sentence Patterns

The language used throughout the paper enables the reader to share the writer's nervousness, anticipation, and pleasure.

Sentence patterns are varied in terms of word order and grammatical structure. Sentence length is uniform, but this is not a weakness.

Last summer, ~~my the Pal~~ my team, the Putnam County Aaines ~~County~~ went to play in the little state championships in Jesup, Georgia. The most exciting game occured on the third day of playing. We had to win every game if we were to come up on top.

On the morning of the game, we could barely eat breakfast we were so nervous. Even though we were very nervous we had to put on our uniforms and do our stuff on the ball field.

That afternoon we loaded up the bus and went to the ball field. First we practiced to get warmed up for the game.

It's time! "Play ball!!," the umpire yelled as the first batter stepped up to bat. He got on base, but that is all we did the first inning. The other team just piled up the points. We almost lost hope. The coach picked us all up.

Then we rallied. The bases were loaded. We could not believe who was up. The "mighty Casey" of the team!! We all held our breath. As he swung there was a big "CRACK". He hit a grand slam!!

We were still down by one. Then what we all hoped would happen did. The next hitter hit a home run with a man on base.

This was ~~truly~~ truly the happiest day of my life.

STYLE:
Descriptive Language, Sentence Patterns and Concrete Images

The language in this paper is not at all descriptive. The reader learns only that the new house "wasn't very pretty" outside but was "beautiful" inside. The writer provides no images to enable the reader to picture the house.

Sentence patterns exhibit little variety. Most sentences repeat a subject-verb-complement pattern, with "I" or "they" as the subject. A few sentences begin with an introductory phrase or clause.

Introductory phrase

Introductory clause

Introductory clause

The happiest time of my life was when we ~~were~~ were going to move into a new house. My mom had decided she needed a new house. One bright and sunny day my mom and dad went looking for a new house. When they got back home they told us that they had found a new house. We were all proud to have a chance to move in our new house. My sister, brother, and me didn't know what the house looked like yet. One rainy day my mom drove me over to see our knew house. When I saw it I made sure that it was our house, because I asked my mom. When I saw it I was amazed in what it looked like. This house to me wasn't very pretty. I expressed my feelings to my mom. I went to the window and looked in. My eyes were amazed, what I saw. The inside was beautiful. I really thought my mom didn't have good taste. Time past as we started packing at home. My sister and brother still hasn't seen the house yet. They will be just amazed as I was. It was a week untill we moved. Before we moved my dad took my sister and brother over to our new house. They didn't like the house at all. They were even more suprised than I was when they saw ~~ing~~ ~~e~~ the house. They didn't think it was very pretty. They didn't look inside. It was only

two days untill we moved. I wasas nervous as someone can be. The only thing I didn't like about the whole idea was me changing schools. I didn't want to change schools but I had too. The two days past Quickly. On Saturday morning we woke up at 8:30 a.m. The moving van was already there to start moving. Late that afternoon we finished moving. I hurried up stairs to my bedroom. I unpacked all of my clothes. That night I was wondering how it would be like at my other school. The summer passed. I was legging to like my new house after all.

Introductory phrase ;

SENTENCE FORMATION: The writer forms effective sentences.

- Appropriate end punctuation
- Complete sentences or functional fragments
- Appropriate coordination and/or subordination

End punctuation: End punctuation refers to the use of the period, question mark or exclamation point to mark the end of a sentence. The absence of appropriate end punctuation creates sentence formation errors known as a comma splice or a fused sentence. A comma splice error occurs when two sentences are linked with a comma ("The weather was cold, I wore my dad's jacket"). A fused sentence or run-on error occurs when two sentences are run together without any punctuation.

Fragment or sentence fragment: As the term suggests, a fragment refers to an incomplete sentence which is lacking one or more of its parts but is written as if it were a complete sentence. A fragment may be caused by improper punctuation, as when a writer places a period between a main clause and the subordinate clause ("The happiest time of my life was when we went to Walt Disney World. Because that was our first vacation as a family.") Such a punctuation-based fragment is considered an error in **sentence formation.** A "functional fragment" is one over which the writer seems to have control, one which is used to create a particular effect ("And when were we leaving? In the morning! Bright and early!").

Coordination: Coordination refers to the connecting of equal grammatical structures to provide equal emphasis. Coordinating elements include (but are not limited to) connectors such as "and," "but" and "or." The semi-colon, used to connect two independent clauses, serves as a signal of coordination.

Subordination: Subordination refers to a method of connecting structures so as to give some structures less emphasis than others. Examples of subordinating connectors are "because," "when," "if," "after," "while," "although," "so that," "who," "which" and "that."

SENTENCE FORMATION:
End Punctuation

Missing end punctuation is marked with ▲. The absence of appropriate end punctuation creates fused or run-on sentences.

One year at christmas the family all came in the den. We started opening all of the presents, ▲ the biggest one was for me. ▲ I opened it last. When I stared opening it I thought I heard a cry. I started opening faster and faster. Finally I was finished unwraping it. Now I had to open the box ▲ I had trouble, So my dad helped me. When it was opened it was something I really wanted ▲ it was a puppy. I ran outside and the puppy and I rolled in the grass, and played ball. It was the most surprizing present I had ever gotton before. We played and we played, and where ever I went the puppy would come to. It was black and ~~brow~~ brown. The only time I thought it was gross is when it licked me on the mouth. It even got to sleep in my room. We had a little bed for it and a bowl of doggy bones beside him. The only time it was hard is when he was learning to potty train ▲ it was trouble but we had the best time and we both had fun and that's what counts.

SENTENCE FORMATION:
Sentence Fragments and Coordination

The coordinating connector is enclosed in a [box], and the elements which are connected (clauses, verbs) are circled. The sentence fragment is underlined.

Note: Not all instances are marked.

Nonfunctional Fragment

The happiest time of my life was when my family, some friends, and I sailed to New Orleans. We (started) at Mobile, Alabama, [and] (sailed) all the way to a port near downtown New Orleans. We would stop at different ports, while we were sailing, and spend the night. We would (sleep) in the boat, [and] (get up) the next morning and my mom would cook us breakfast. Then we would take off to head for another port. It took us two days to get there, and the weather was nice except for one day. We took three boats. We took our boat for my family. Another boat for my Aunt and Uncle, and another boat for ~~the~~ my friends. ~~We~~ When we got there ~~we~~ we went downtown. We walked Burbon Street, and toured the rest to New Orleans. [We went] into all the shops and food stores. [and] (I got) a mask like the kind they wear at all the ball and parties over their faces. We stayed there for three days and then we started to sail back home. It took us two more days to get back to Mobile. When we get back [we got our things] [and] said good-bye and (my family and I went back) to home, Georgia.

SENTENCE FORMATION:
Subordination

Subordinate clauses are enclosed in brackets. Subordinating connectors are underlined.

[When I got my new motorcycle] I was the happiest boy in the world. I thought I was really something to admire.

My stepfather had traded a new gun for it [when] I was four years old. I can still remember seeing it for the first time, shiny new handlebars, glossy chrome fenders, it was love at first sight. It had training wheels on it then [because] I didn't even know how to ride a bicycle then. But after a year the training wheels were taken off.

That was a new challenge for me now [because] I had been relying on the training wheels to keep me up. Now I was by myself, no training wheels to hold me up now. [After a few weeks] though I was riding fine.

After a few years I realized I was getting bigger, so I had the seat raised. And the next thing I knew I twelve years old and still riding.

I still have my motorcycle and wouldn't give a million dollars for it. Even for a new motorcycle [because nobody can replace the happiness] I felt then.

USAGE: The writer uses standard American English.

- Clear pronoun references
- Correct subject-verb agreement
- Standard form of verbs and nouns
- Correct word choice

Standard American English, standard form: "Standard" refers to careful word choice and to the use of those grammatical conventions agreed upon as the "language of the marketplace." Standard American English avoids the use of slang, jargon, regionalisms, and unacceptable forms except when appropriate to the topic and the audience. Also, standard American English uses the agreed-upon forms for plurals, possessives, subject-and-verb agreement and the formation of verb tenses. Competence and errors in usage can be "heard." The sixth grade writer may use elements normally found in spoken language.

Pronoun reference: Pronoun reference involves the relationship between a single word or group of words (the antecedent) and the pronoun replacement. The meaning of the pronoun should be immediately obvious to avoid confusion. Clarity is achieved through consistency of person and number ("My favorite *sport* is *volley ball*, but I like swimming too. *They* have to be played with teammates...." "They" refers to both sports, while the writer intends a singular reference to volleyball, or "It"). Broad references ("it," "this") when overused can create confusion. The sixth grade writer may use broad pronoun reference yet successfully convey his/her intended meaning.

Word choice: Word choice refers to the writer's use of words which *express his or her ideas clearly* and which demonstrate appropriate usage. For example, word choice includes an awareness of the differences between "a" and "an," "accept" and "except" and "lie" and "lay." Word choice also includes the appropriate forms of adjectives and adverbs, ("the *worst* time in my life," "*really* hard") and correct pronoun case ("My parents gave *my* brother and *me*").

USAGE:
Word Choice, Standard Form, and Subject-Verb Agreement

Errors in word choice are underlined. Errors in standard form and subject-verb agreement are circled.

Pronoun reference is clear throughout the paper.

Note: Not all instances are marked.
Missing words are proofreading, not usage errors.

Incorrect subject-verb agreement

Inappropriate word choice

Nonstandard form: Incorrect verb tense

Inappropriate word choice

Nonstandard form: past tense marker missing

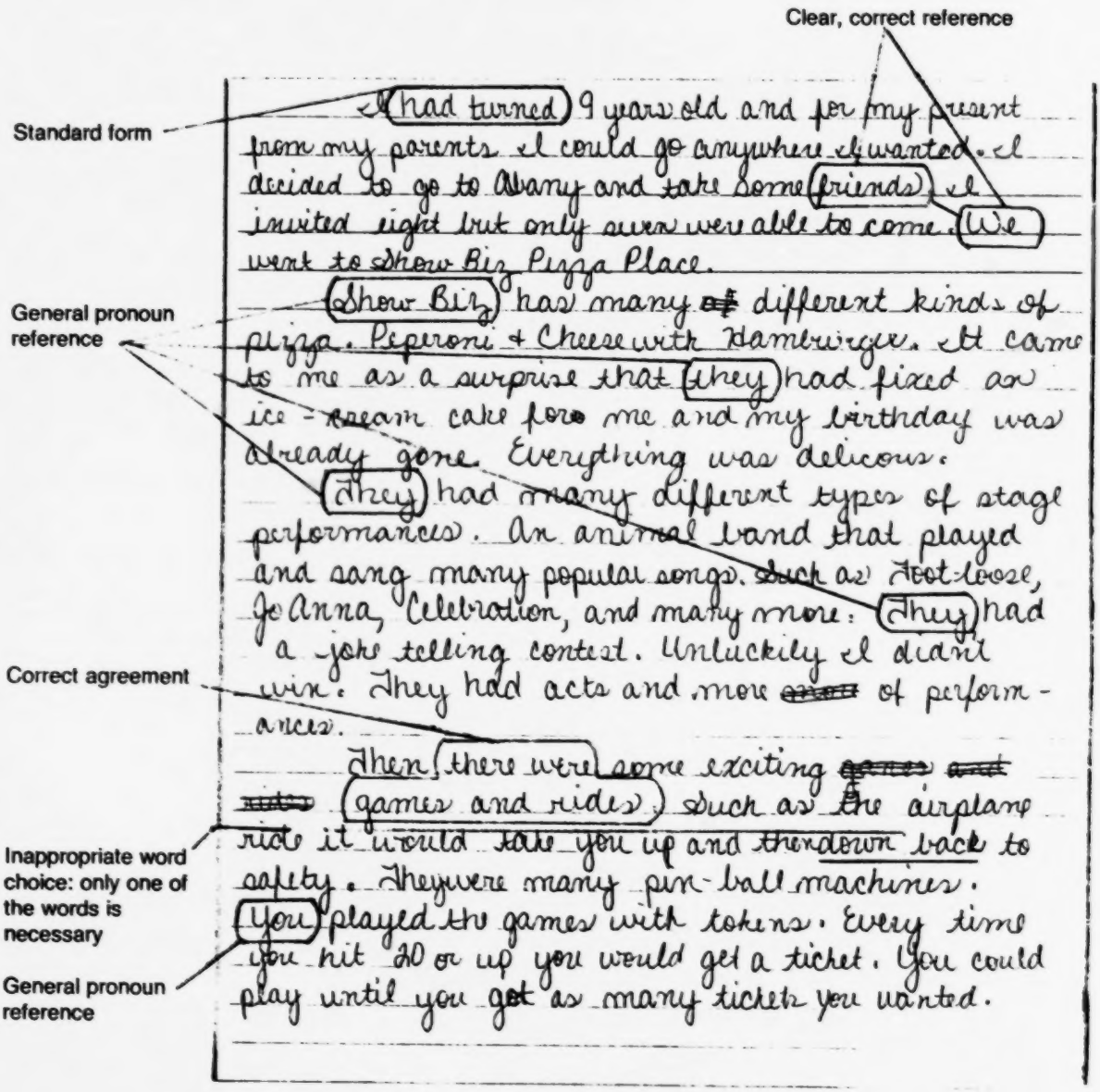
The happiest time of my life. This was the time when I fell in love with this beautiful who was nice and kind. Then everytime I saw her my body seemed liked it went dead. I had always wanted someone nice and kind like she was. Then when (I findout) her (family were rich) I thought then she'll never want me. That was cause I wasn't rich and never had as much things she had. Then one day we bumped into one another so as I looked in her face she looked in mine. So we stood for awhile and as she started to talk she (ask) me what my name was and when I told her she said are you the one who like me and I said yes. So then we sat down and talked to one another so when she got up to go she said something that took me by surprise and it was I like you. Then when she (ask) for my phone number I told her. So when night came I was so nervous and she called that night, too. So as we talked I told her I loved her very much. Then when the next day came we walkld the hall tigather at school. So from then on we had a longlasting relatenship.

USAGE:
Pronoun Reference, Word Choice, and Standard Form

Errors in usage are marked. Correct instances are also noted.

Pronoun reference throughout the paper is general yet clear.

Note: Not all instances are marked.



I had turned 9 years old and for my present from my parents I could go anywhere I wanted. I decided to go to Abany and take some friends I invited eight but only seven were able to come. We went to Show Biz Pizza Place.

Show Biz has many ~~of~~ different kinds of pizza. Peperoni + Cheese with Hamburger. It came to me as a surprise that they had fixed an ice-cream cake for me and my birthday was already gone. Everything was delicous.

They had many different types of stage performances. An animal band that played and sang many popular songs. ~~Such~~ as Feet-loose, Jo Anna, Celebration, and many more. They had a joke telling contest. Unluckily I didn't win. They had acts and more ~~and~~ of performances.

Then there were some exciting ~~games~~ ~~and rides~~ games and rides such as the airplane ride it would take you up and ~~then~~down back to safety. Theywere many pin-ball machines. You played the games with tokens. Every time you hit 20 or up you would get a ticket. You could play until you ~~got~~ as many ticket you wanted.

Inappropriate form: "would" for "will"

Standard form

With the tickets you could buy a small gift. After you had bought all you wanted it was time to go. I would never forget all the fun I had on that day. It will be with me forever.

MECHANICS: The writer employs devices necessary in standard written American English.

- Appropriate capitalization
- Appropriate internal punctuation
- Appropriate formatting
- Correct spelling

Internal punctuation: As opposed to "end punctuation," internal punctuation appears within a sentence: for example, quotation marks and commas in dialogue, commas between words in a series, commas after introductory clauses and phrases, commas setting off nonrestrictive elements, commas after transition words. Such errors have to be "seen" to be noted.

Formatting: Formatting refers to the layout of the piece of writing on the page--margins, paragraph indentation, spacing between words and spacing between sentences. Writers and readers have agreed on certain spatial conventions for clarity and ease of reading, and words are placed on the page in accordance with these conventions. Formatting also refers to the appropriate grouping of related information into paragraph form.

MECHANICS:
Formatting

The paragraph is not indented. The left-hand margin is irregular, and the right-hand margin is inappropriate.

My best gift was a go cart.
I got a gocart for Chirsmas.
Before chirsmas I wanted a
motor cycle. But I was
happy with what I got. It did
not realy matter to me what
I got as ~~long~~ long as I dint
have to walk. I woak up
that chcismas morning and went
outside I was looking for a
motor cycle. I Looked around the
corner and there was a go-cart
It was black with crome
reems and It was a five
horse power. It would go about
35 MPH. I was riding back from
my friends house wright when I
got in the yard the chain broke.
I told my dad and he went
and ordered me a new chain.
It took about to weeks for it
to come in. Then it finally came
in. We put the chain on and
I started back riding it.
A week later me and my friend
were riding it. My ~~fre~~ friend rode

down the road and came back
pusing it. The chain had broack
again. We have not got a new Chain
for it yet. But I expect a more
better gift for my birthday a
three wheeler.

MECHANICS:
Formatting and Internal Punctuation

Formatting is appropriate. Maintenance of uniform right-hand margin results in spelling errors, as the writer inappropriately hyphenates words.

Instances of correct and incorrect internal punctuation are noted.

Note: Not all instances are marked.

Correct use of comma after introductory clause

Quotation marks correct but semi-colon used incorrectly in place of a comma

Correct use of comma to separate independent clauses

Comma unnecessary

It all started about two years ago. I had just got up and got dressed. As I was going out the door to play on that beautiful ~~June morning~~, mother told me to go pack enough clothes for about a week and ½. So I did. Then I asked her where we were going. She said; "Panama City." Then my brother got up and got dressed and also he packed his clothes. Then we ~~both~~ put them in the car and went to pick up my grandmother because she wanted to go with us. Then we ~~started~~ off to Panama City. It took us eight hours to get there. Then we got out and took our bags in the room. Then we got to play in the heated swimming pool. The next thing we did is go to Red Lobster to eat. We had a good meal. Then we went back to the motel and watched a little bit of T.V. The Next thing we did is went to bed. The next day we played on the beech and I found a bunch of sea shells. The next days were fun too. Then after a few days we went home.

The
End

Guidelines for Scoring

1. **Leave your personal grading standards at home. Put away any preconceived ideas you might have as to what ought to be expected of a student at this age or grade level.** Rate each paper only for the five dimensions defined in this Manual, only for the components outlined for each dimension, and only on the four-point scale given you.

2. Remember throughout training and scoring that you are to operate from a "competence perspective"-- *not an "error perspective."* This means that in order to rate a paper accurately, you must read it looking for a *demonstration of competence* in each dimension based on the components listed. To "count errors" as you read will often cause you to make mistakes in judgment. Rather, you should be continually asking yourself as you read, "Has this writer demonstrated his or her competence in this dimension, and, if so, how well?" The model papers will serve as your guide for defining this competence.

3. Don't confuse the appearance of the paper with competence. Assign a score based on each dimension-- *not* on the length, neatness, or legibility of the paper.

4. Keep in mind that you are scoring the writing sample, not the writer. Your subjective response ("I like this kid," "I find this topic boring," "I agree with what the writer is saying," "I wish the writer had not shared this information with me") is to be kept separate from the scores you assign.

5. Remember that the scale contains four points and four points only. A paper cannot receive a score of "0" or "5." Review the model papers and their annotations periodically to avoid redefining the scale because of the papers you have read.

6. If the writer provided a title at the beginning of the essay, you should *not* consider that a part of the text you are scoring.

7. Keep in mind the distinction between copying/proofreading errors--such as omitted words or phrases and duplicated words--and errors in usage and mechanics.

8. Papers that cannot be assigned a rating of "1" to "4" are discussed in the scoring portion of this manual under "Non Scorable Paper Codes."

Suggestions for Keeping the Dimensions Separate

Content/Organization: Read the paper looking for evidence of a stated or implied controlling idea (not necessarily a thesis statement or statement of purpose); for development through the use of explanation, detail, and/or example; and for an organizational plan that is easy to follow.

Style: Read for evidence of individuality. Does there seem to be a definite *personality* behind the words? Does the writer appeal to any of your five senses? Can you see any *pictures* or *scenes* as you read?

Sentence Formation: Read for competence at the sentence level.

Usage: Read for demonstration of competence and/or the presence of usage errors you would *hear* if the paper were read aloud to you.

Mechanics: Read for demonstration of competence and/or the presence of errors you would notice only if you *saw* the paper.

Model Papers

On the following pages you will find the first six training papers, which are referred to as *Model Papers*. Following each model paper is a set of scores and rationale statements for each of the scoring dimensions for that Model Paper. The rationale statements or annotations explain why the scores assigned to that paper are correct. These six Model Papers illustrate and define the precise meaning of each score point on each dimension. Studying these papers with their accompanying annotations will give the reader valuable insights into the meaning of the scoring scale.

Following these Model Papers is a section that includes Non Scorable Paper (NSP) codes and examples of papers that have been given these codes. An NSP is a paper that cannot be scored using the scoring criteria because of some anomaly (e.g., an off-topic paper, an illegible paper, etc.). The final section in this manual contains a Glossary of terms used throughout this manual.

Model Paper - 1 Page 1

"The Happiest Time In My Life"

The happiest time in my life was when I went to Disney World. I had always wanted to go there but never was able. I had seen my friends with their Mickey Mouse and Donald Duck shirt and caps on.

One day I was over at my friends house playing. When I went home for dinner my dad said, "Guess what we're going to do for Spring break. I don't know? "We are going to Disney World.

So that day I started packing for our trip. I had my bags packed two weeks before we left. The day we left we traveled all the way to Jacksonville. We still had to drive all the way to Orlando. It took us seven hours to go from Jacksonvill to Orlando.

The hotel we stayed in was the Holiday Inn. It had a lake with paddle boats, a tennis court, and a game room. The hotel was about two miles from Disney World

The next day we went to Disney

World. Disney World has its own radio station and a monorail. It has a train that went around Disney World and a bus to take people to their cars. It has three rollor coasters and it even has two sections. The other section is called Epcot. Epcot has a under water aquarium. It also has little sections of different types of countries. This was the happiest time in my life

Annotation **Model Paper 1** **Grade 6**

Content/Organization (3)

While the controlling idea is established, so much of the support leads up to the "happiest time," that the reader is left without a sense of completeness. Development is relevant yet incomplete. The concluding sentence seems "stuck on."

Style (3)

The reader has some sense of the writer's individuality, especially from the mention of the friends and the advance preparation. Language is not particularly descriptive. The paper is easily readable.

Sentence Formation (3)

Sentences are complete and correctly punctuated except for part of the dialogue. There is little use of coordination. Competence in subordination is demonstrated.

Usage (4)

Competence in all components is demonstrated.

Mechanics (4)

Punctuation of the dialogue is inappropriate. Other internal punctuation is generally correct. Most words are correctly spelled and capitalized. Formatting is appropriate. This paper is a low 4.

Domain ratings are enclosed in parentheses.

My favorite gift was my first bike. I got it when I was nine years old. When I first got on it I was to short to reach the pedals so my sister and I traded bikes.

I was so happy when I opened it. It was wrapped in the box they bought their Christmas tree in. They told me that they had to use a whole role of wrapping paper to wrap it. I was so happy that I rode it in the house.

The bike is blue with two pink flowers on the seat. My sister's bike is bigger than my bike. Her bike is a ten ~~gear~~ speed, and I'm not sure what size my bike is.

I got my bike at Christmas time. They was snow all over the ground and on the trees. It was to cold to ride our bikes outside so we had to wait until the snow melted and until it got warmer.

My sister and I was hiding in the box that we was going to give to Angie and Barry, and when they opened it we was going jump out and hug them. When we was in the box hiding they were bring the boxes with our bikes in them in the house. So it was a great surprise to my sister and I.

Annotation **Model Paper 2** **Grade 6**

Content/Organization (2)

While a controlling idea is established, development is minimal. Some of the details included are of questionable relevance. Ideas do not flow. Organization is ineffective.

Style (3)

Although the paper is not always easily readable, the tone is appropriate and the reader can "see" the gift and the writer's actions. Sentences are not varied.

Sentence Formation (3)

Sentences are complete and end punctuation is appropriate. Coordination and subordination are demonstrated, but the writer is not consistently effective.

Usage (2)

Pronoun references are repeatedly vague and confusing. There are a few agreement errors: "sister and I was" and "we was." Noun and verb forms are standard and most word choice is correct.

Mechanics (3)

Capitalization is correct. All words (except "to" for "too") are spelled correctly. A few commas are missing. (Paragraphing in this paper is a C/O weakness, not a formatting problem.)

Domain ratings are enclosed in parentheses.

~~The Happiest time of your life. When i turn 11 years old~~ ~~my birthday was~~

The Happiest Time of my life!

When i turn 11 years old my birthday was June 16, 1973 me and my father-mother went out to eat that night the ~~night~~ next day we had a party and all my new friends and old friends was thire. June 20, we went to Miami Florida to see my grandmother the day after my birthday we went shopping All day long. Then we went back home my mother had a little girl. her name is Erica Renee Williams. Every body said that Erica took like me when I was a baby. Then my Grandfather came home form work form out of town we had a wecome back party he was very happy I was happy to see after all those years. ~~on~~ my 18 year old sister birthday that live in New York we want to see her we stayed in a hotel room and every day we will go shopping for something to eat and for some clothe that was fun. On June 21, we visit back home on a bus that was fun to and Then on June 16, 1985 I turn 12 year old my mother and father let me go to ~~miami~~ missipp. i me and some friends and one thing my mother-father did not go with me. but my friend was older

Then me but we all Treat us. like we was all sister we stayed there about 4 weeks than we i get home we had move. And Then we was sepeated but one day i was going to the park i saw 2 of my friends so we did thing that we did before so That The Happest time of my life

Annotation **Model Paper 3** **Grade 6**

Content/Organization (1)

The paper has no controlling idea and lacks a sense of completeness. Much of the information is irrelevant. The order of presentation is not clear. Transitions are weak.

Style (1)

The paper is not easily readable. Descriptive language and images are lacking. The tone is flat.

Sentence Formation (1)

End punctuation often appears to be random. Most sentences contain inappropriate coordination and subordination.

Usage (1)

There are problems with verb forms, with noun forms and with subject-verb agreement.

Mechanics (1)

The paper contains many problems in spelling, capitalization, internal punctuation and formatting.

Domain ratings are enclosed in parentheses.

The best gift that I have ever received was my parent's.

My parent's are there for me when I need them. They're understanding and loving.

Sometimes my parent's are fussy, and grouchy, but that's only human. When I don't get my way, I feel like they don't love me anymore. They're only trying to do what's best for me.

When my parents were divorced, I thought it was because of me, but then again there were only trying to do what's best for the whole family.

my parent's are the best. They tried to make me healhy, when I was a baby in my my mother. They have watched over my every move, when I was an infant. My parent's taught me disapline when I was a child. And now that I'm a adolesance, they let me figure out right from wrong, and do things on my own.

To me, my parent's give me all the love I need.

Now you know what the best gift I ever received was.

Annotation **Model Paper 4** **Grade 6**

Content/Organization (3)

The controlling idea is established and developed with relevant support although some information is irrelevant. The writer's choice of subject matter contributes to problems of development. Organization is weak. The paper is a low 3.

Style (2)

The language is vague and contributes to a "flat" tone. Sentence variation is minimal. The paper is easily readable.

Sentence Formation (3)

Many sentences in this relatively short paper are effective and correctly punctuated. There is some evidence of subordination and coordination. In a few cases, the writer loses control and runs ideas together.

Usage (3)

Competence in usage components is often demonstrated, but is not consistent. The paper contains an assortment of errors (word choice, verb tense, pronoun reference) but many instances of competence.

Mechanics (2)

Formatting is inappropriate. The writer demonstrates no mastery of paragraphing. Several words are misspelled. With the exception of "parent's," noun forms are standard. Most internal punctuation is correct.

Domain ratings are enclosed in parentheses.

"The Big Gift"

My big gift was a weight bench that I got for Christmas. I wasn't so surprised because my sister told me that I was going to get it but to act surprised. When I got it I really acted surprised. My Aunt Trishia new I ~~that~~ new that I was going to get my weight; My brother Steven broke the seat off when he was mad but luckily I fix it ~~when~~ with some long screws that my uncle gave me.

My mother came in from work and saw me trying to fix the bench and said "I ~~to~~ your weight bench do what you ~~don't~~ want ~~with~~ with it." I finally fixed my bench and now it's broken again but I am going to get some more screws when I go to Augusta ~~next~~ which won't be very long from now.

Annotation **Model Paper 5** **Grade 6**

Content/Organization (2)

A controlling idea is attempted, but most of the support deals with a different idea. The reader learns little about why the gift was "best." Organization is clear. The paper lacks a sense of completeness. The paper is a low 2.

Style (2)

The paper is easily readable but lacks concrete images and descriptive language. There is some attempt at sentence variation.

Sentence Formation (2)

Some sentences are complete and correctly punctuated. However, there are few sentences in the paper, and two of these are inappropriately "joined" with a semi-colon.

Usage (2)

Given the brevity of the paper, competence is minimal. Pronoun reference is clear but limited to a single pronoun. Subject-verb agreement is correct but limited to singular forms. There is one tense error.

Mechanics (2)

Capitalization is generally correct. Several words are misspelled in the beginning of the paper. Formatting is a weakness. Dialogue is correctly punctuated with quotation marks. The paper is a low 2.

Domain ratings are enclosed in parentheses.

Dream Bike

When I was ten years old, all I wanted for Christmas was a blue and gold ten-speed bike. I had seen many bikes I'd liked, but this bike was the one. I had picked it out near the end of September, hoping to give dad some hints. But he didn't seem to care.

When we went to state parks, I would always say things like, "Boy, wouldn't it be nice to have a bike to ride on these trails." My parents still didn't seem to interested.

Well, time passed, and the day before Christmas sort of creeped up!

That afternoon, while mom and dad went to the store I searched the basement, to my luck, no bike. I knew that if I couldn't find it in the house, I wouldn't get it.

That night "Santa" would come, and my brother was all excited. We both gave our lists to mom and dad, and said goodnight.

Russell (my brother) had about 20 things on his list, like a race track,

He-man stuff, Hulks, and Transformers. I had one single thing on my list, a blue and gold ten speed bike.

Then I fell asleep dreaming of that bike.

I woke up the next morning at 8:00, I rushed to the den, there, I saw so many gift it almost made my eyes bulge out of my head. I quickly went and woke everyone up. We all opened our gifts one by one taking turns. No bike.

When all of the gifts had been opened I was really happy with everything I got. Then I noticed something strange, something was under the kitchen table, My Bike! I was thrilled the death! It was the bike I had wanted for the past three months. It was the happiest Christmas ever.

From that day I can ride my bike for as long as my legs can peddle.

Annotation **Model Paper 6** **Grade 6**

Content/Organization (4)

The controlling idea is clear. Support is relevant and developed. The paper has a sense of completeness.

Style (4)

The writer's individuality is evident. The reader shares the writer's anticipation, concern and pleasure. The tone is appropriate. The paper is easily readable.

Sentence Formation (4)

Sentences are skillfully composed although there is occasional inappropriate coordination.

Usage (4)

All components are demonstrated consistently.

Mechanics (4)

In spite of some minor spelling errors, mastery of mechanics concepts is demonstrated.

Domain ratings are enclosed in parentheses.

Coding Non Scorable Papers

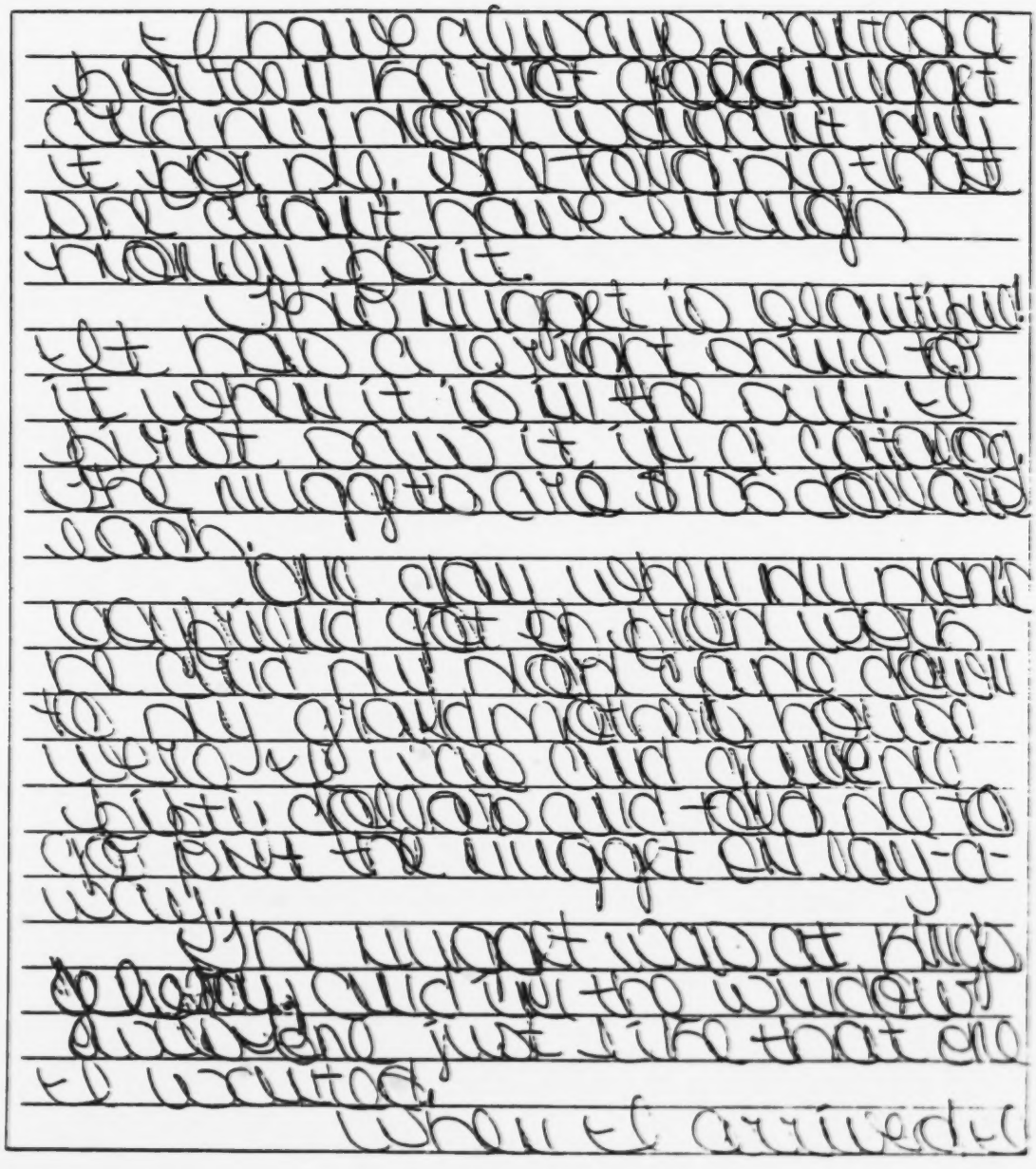
The following codes are to be assigned to papers which cannot be assigned a rating of 1 through 4. Definitions of the codes are provided below followed by example papers illustrating the codes.

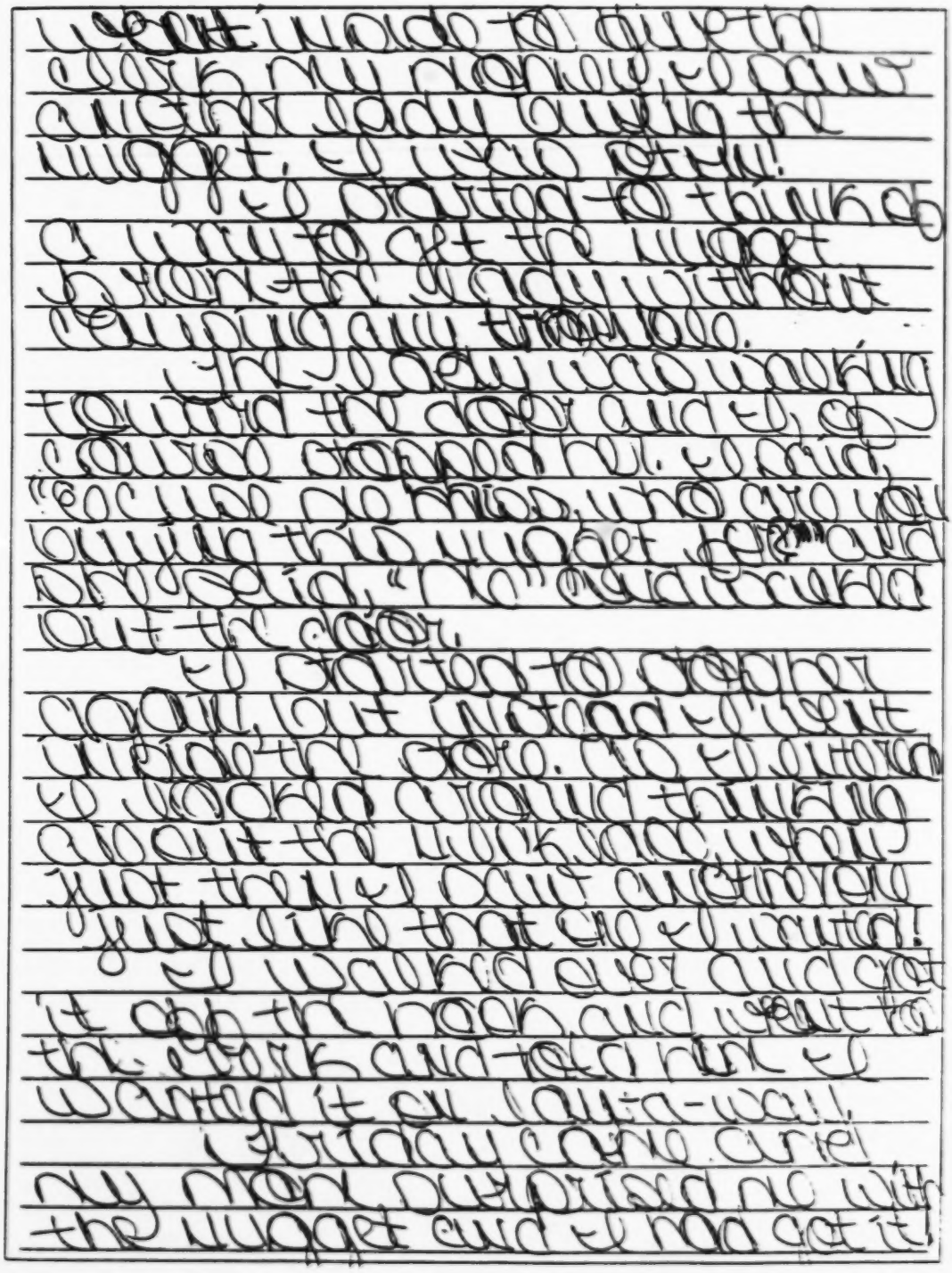
Code	Definition
A	**Blank** Assign to any paper which is completely blank. Be sure to check the front and back page.
B	**Too Short** Assign to any paper containing too little information for determining appropriate scores. Such responses include a single word, phrase, line, or sentence and may include responses of a few lines. Given the variability of handwriting and content, no exact number of lines can be specified. (Examples of short papers with enough information to be scored are included in the training papers.)
C	**Non English** Assign to any paper written in a foreign language.
E	**Illegible** Before assigning the code make a reasonable attempt to recognize enough words to use them as a basis for figuring out what the other words are.
F	**Incomprehensible** Read the paper in its entirety before assigning this code. Do not confuse spelling errors with incomprehensibility. An incomprehensible paper may contain few recognizable English words, or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
G	**Off Topic** Familiarize yourself with the assigned topic. Consider that the paper may be a variation on the topic. [Example of a scorable variation of the topic "your favorite holiday:" "I don't have a favorite holiday and here's why." Examples of scorable variations on the topic "the biggest problem you had with someone:" "My problem is with the people who made up this test," or "My best friend has this really bad problem with his mother."] Addressing some aspect of the topic is acceptable. For example, it is possible to write about "what you think your future will be like" as if the future has already arrived: "I am a successful lawyer...."
H	**Off Task** This code applies to responses that are not on the task of writing a Basic Skills Writing Test. Off Task responses include: copying from the test directions or test booklet or from some material in the testing area; writing a response consisting solely of a message to the rater ("I won't complete this stupid test," or "I have passed this thing already but Mr. Jones won't believe me.") Off Task responses also include inappropriate types of writing such as poetry and rap.

Non Scorable Paper Code B:
Too Short

The best gift I ever received.
was a ten speed for Christmas and walkmen

Non Scorable Paper Code E:
Illegible





Non Scorable Paper Code F:
Incomprehensible

When I get my gift

I want it be a girl when you are 15 years old and you
one day the type person some of too exit like To
Others and my Dreamship every love you every party
and night time day when you are down for a
trip Sit Flags is the day person or how
side boy not I am day the day person to
fish more in the Sea down Heaven about
things I do test them for I past out
me more like it touch and See how dum
dating some time Youth day is the or
alien person is no for me down crown
down race your hand I be and try
time until tell you that do good like
Be day mind you heard heaven up and of
good for me crown do about down turn
around you my mouth go keep up girl and
Dont for get your homework and I dont be
flags 30 years old then me do help in
trip for me I me how you till about me
I will be like you ever time grow up some time
me stop trying with you find her first
I need for long time some thing I no
When you get a person from a find things
from stay away girl for me down time
love your richer for day you mother

When I got my first gift was my
callboy doll and I love it I would like
me a bicycle for my Birdays next month.
And I wish you and get ob my head.
so 2nd grade feel to get a baby for
me day and last thing when I get
a 100 -200 for my Birdays and my best
thing happy to me we living and I
am glad to be a live on FI 5 on my
direct Follow my line I was here from
I no what to do and follow me
Dee it shot on my side and dey is
Dee on ob on flew him my me to
Dot my paper they see him how to
Dont get ot me and I wont for you
Around him old her Daddy will
Dont for get thew old her mother was 17
years old for down below my feet and
Dont for get down by the one one
time Dee on the back on my
pages on Dee done you see on
Dot for you who ever love me
Dit very on my life never
ee you down me een dow.
I and do.
I me do.
Said me PE for today and no why
stop melt for down below my head and
Follow my road and me live I get work

Non Scorable Paper Code F:
Incomprehensible

The best gift you ever received

on my beathday my mama and my daddy they got me a special thank that I always want it because when they got me that road I was so happy but I never did liest to it because I was outside all the time I liest to my road about tawo times becaus my mama would not let me tack outside with me because she that I would tray it up if I would [redacted] that my Road out she will not let me liset to it on more. she no that I was so happy because I told them I love them and I told them I said thank you all for give me that road to me.

Non Scorable Paper Code G:
Off Topic
(Topic was "best gift")

It started in the middle of November of 1983. I had been wanting to go fishing all day long. But my dad wouldn't let me go. Finally, I talked him into it. I had just gotten back from the Jerry Reed concert the day before and my dad was still tired. I went in my room and put on my Jerry Reed shirt and hat. At that time I lived on ~~Stevens~~ Stevens Creek in a four bedroom house. You could stand on the back porch and toss a rock and it would hit the water. I was ready to go out in the boat and here came dad with the motor. We hooked up the motor, and hopped in the boat, and headed up the creek. Dad and I have a special place up creek where we always catch fish. This one day I knew I was going to catch a big one. When we got there I casted my line out and got a bite. Then I remembered something that I saw on one of my favorite fishing shows. and it looked perfect. I was fishing with a Mepps Aglia 2 spinner and I looked over at a sandbar and I casted my line out on the sandbar. I started to ease it in next to a stump. I got half of the way in

and all of the sudden I got a strike. I pulled back to set the hook and I had him. It felt good, I tried to keep the slack out of my line so I wouldn't lose him. Then with a sudden burst of energy he jumped clear out of the water and over my head, which was not very hard since I was sitting in a ten foot aluminum John boat. I finally got him up to the boat and my dad dipped him up with the net. Just as soon as he got him in the boat the hook fell out of his mouth and I said, "Boy was I lucky". We didn't

Non Scorable Paper Code G:
Off Topic
(Topic was "best gift")

My Most Painful Days.

I will be telling you about some of my most painful days. One of my painful days was the day my football team had a game. As I was approaching the field I trip in a small hole and sprang my knee cap, therefore I cont play in the game.

Another painful day was when I was fighting with my friend Bob, Bob knew how I fought, so when I kick at him, he jumps and punch me in the eye. As a result I cont see for three days out of my left eye.

Another painful day struck me in Atlanta Ga. I was walking down Atlanta Dr. a ball ~~hit me in the head~~ hit all of a sudden hit me in the head, I suffered a concusion.

This is one of my most painful day of them all. I was climbing a three storage house and I climb to the second floor and slip. I felled on my leg and broke it. As a result

I got a brast put on my leg and then I knew I had bad ~~luck~~ luck, because ~~every~~ the day I broke a mirror I started getting hurt.

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Non Scorable Paper Code H:
Off Task
(Response has been copied)

I Love American

of belong to or living on growing in American especially the united states of American -n. Any native or inhabitant of American espeically a citizen of the united states of American Loyalty or attachment to the united states of American its traditions, ideals, and interests An American custom or a pronunciation peculiar to or originating in the united States war fought by the American colonies from 1775 to gain their indepepend of the American colonists form 1763 to 1783 against England's attempts to increase her power over them an artificial radiation metallic

Non Scorable Paper Code H:
Off Task
(Most of the response has been copied from the prompt)

Write about the best gift you ever received. This should be a gift you received that was very specil to you or a present that was very special to you or a present that made you very happy. you might want to use part of your planning time think about whether the gift was a complete surprise or some thing that you had wanted for a long time think about what the gift was, how you received it, and how you felt when you opened it, think about information that will help your reader understand why it was so special to you.

GLOSSARY

Component - A component is one of the list of aspects to be considered within a particular dimension. A complete listing of all the scoring dimensions and the components for each dimension appears on the sheet titled "Georgia Basic Skills Writing Test: Scoring Dimensions, Definitions, and Components." For example, "clear pronoun reference" is a component of the dimension "**Usage.**" When you are deciding on your rating for "**Usage**" on a student paper, you would look for demonstrated competence in pronoun reference, along with competence in the other components of that dimension.

Controlling idea - The controlling idea of a piece of writing is not the same as the written "thesis statement," although the controlling idea may be expressed in the form of such a statement. The controlling idea may be either stated or implied; if stated, it may appear toward the beginning or toward the end of the piece of writing, or even inserted in the middle of the text. It may be stated in several sentences. The controlling idea may be apparent to the reader even though there is no direct "thesis statement." The writer may present a written thesis statement, but the actual controlling idea may differ somewhat from the statement. To determine the controlling idea of a piece, ask yourself, "If I had to sum up this piece of writing in one brief sentence, what would that sentence be?" The sixth grade writer may use a topic sentence, rather than a thesis statement. A clearly established controlling idea may be apparent even though it isn't stated in a paper.

Coordination - Refers to the connecting of equal grammatical structures to provide equal emphasis. Coordinating elements include (but are not limited to) connectors such as "and," "but," and "or." The semi-colon, used to connect two independent clauses, serves as a signal of coordination.

Dimension or **Domain** - The Georgia Department of Education has identified several basic qualities in any piece of effective writing, regardless of the topic or type (narrative, expository). The qualities are: **Content and Organization, Style, Sentence Formation, Usage and Mechanics**. Each of these is referred to as a *dimension* or *domain* of writing.

End punctuation - Refers to the use of the period, question mark, or exclamation point to mark the end of a sentence. The absence of appropriate end punctuation creates sentence formation errors known as a comma splice error or a fused sentence. A comma splice error occurs when two sentences are linked with a comma ("The weather was cold, I wore my dad's jacket"). A fused sentence or run-on error occurs when two sentences are run together without any punctuation.

Formatting - Refers to the layout of the piece of writing on the page--margins, paragraph indentation, spacing between words and spacing between sentences. Writers and readers have agreed on certain spatial conventions for clarity and ease of reading, and words are placed on the page in accordance with these conventions. Formatting also refers to the appropriate grouping of related information into paragraph form.

Fragment or **Sentence fragment** - As the term suggests, a fragment refers to an incomplete sentence which is lacking one or more of its parts but is written as if it were a complete sentence. A fragment may be caused by improper punctuation, as when a writer places a period between a main clause and the subordinate clause ("The happiest time of my life was when we went to Walt Disney World. Because that was our first vacation as a family."). Such a punctuation-based fragment is considered an error in **sentence formation**. A "functional fragment" is one over which the writer seems to have control, one which is used to create a particular effect ("And when were we leaving? In the morning! Bright and early!").

Imagery or **Concrete Images and Descriptive Language** - A writer uses imagery when he or she uses descriptive language that appeals to the senses of the reader. This type of language enables the reader to "experience" the piece of writing more or less directly. Either concrete images or descriptive language creates word-pictures that enable the reader to share the writer's experience. The writer may use either concrete words or descriptive language.

Internal punctuation - As opposed to "end punctuation," internal punctuation appears within a sentence: for example, quotation marks and commas in dialogue; commas between words in a series; commas after introductory clauses and phrases; commas setting off nonrestrictive elements; commas after transition words. Such errors have to be "seen" to be noted.

Order of presentation - A piece of writing may be ordered or organized in many different ways: chronological, a listing of ideas related to the topic, a series of examples illustrating the controlling idea, a comparison or contrast, identification of a problem followed by a proposed solution, a generalization followed by a narrative illustration of the generalization. These are but a few of the possible orders. In an effective piece of writing, the order of presentation is appropriate to the controlling idea. The sixth grade writer may signal a chronological order of events with "then," "well," or "so," elements usually found in spoken language. A chronological "recounting of events" is a typical organizational strategy for the sixth grade writer.

Pronoun reference - Pronoun reference involves the relationship between a single word or group of words (the antecedent) and the pronoun replacement. The meaning of the pronoun should be immediately obvious to avoid confusion. Clarity is achieved through consistency of person and number ("My favorite *sport* is *volleyball*, but I like swimming too. *They have to be played with teammates...*" "*They*" *refers to both sports*, while the writer intends a singular reference to volleyball, or "It." Broad references ("it," "this") when overused can create confusion. The sixth grade writer may use broad pronoun reference yet successfully convey his/her intended meaning.

Readable - "Readable" does not refer to the legibility of the handwriting. Rather, it addresses the ease with which the piece of writing could be read aloud without false starts or backing up and re-reading to "make sense."

Sentence patterns - The pattern of a sentence refers to the grammatical structure, the order of the words, and the length. Some of the possible sentence patterns are: simple, compound, complex, subject-first, beginning with a phrase or clause, or beginning with a sentence connective. Variation in sentence length is a natural outcome of variation in sentence patterns. For the sixth grade writer, length is less likely to vary than grammatical structure or word order.

Standard American English, standard form - "Standard" refers to careful word choice and to the use of those grammatical conventions agreed upon as the "language of the marketplace." Standard American English avoids the use of slang, jargon, regionalisms, and unacceptable forms except when appropriate to the topic and the audience. Also, standard American English uses the agreed-upon forms for plurals, possessives, subject-and-verb agreement and the formation of verb tenses. Competence and errors in usage can be "heard." The sixth grade writer may use elements normally found in spoken language.

Subordination - Refers to a method of connecting structures so as to give some structures less emphasis than others. Examples of subordinating connectors are "because," "when," "if," "after," "while," "although," "so that," "who," "which" and "that."

Tone - Indicates the writer's sensitivity to the purpose of the piece of writing and to the effect the piece of writing should have on the audience. Simply, tone refers to the general mood or emotion brought forth by the piece of writing. Tone may be formal or informal, witty, ironic, sarcastic, humorous, informative, sorrowful, ecstatic...and so on.

Word choice - Word choice refers to the writer's use of words which *express* his or her ideas clearly and which demonstrate appropriate usage. For example, word choice includes an awareness of the differences between "a" and "an," "accept" and "except" and "lie" and "lay." Word choice also includes the appropriate forms of adjectives and adverbs ("the *worst* time of my life," "*really* hard") and correct pronoun case ("My parents gave "my brother and *me*").

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in education programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II—Ann Lary, Vocational Equity Coordinator
Title VI—Josephine Martin, Associate State Superintendent of Schools
Title IX—Ishmael Childs, Coordinator
Section 504—Jim Whitworth, Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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